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ABSTRACT

One of the principal obstacles to equalizing educational opportunities in the public schools has been the difficulty in achieving consensus among educational leaders on what is meant by "equal educational opportunity". This shortcoming is critical because how one defines equality determines and shapes the approaches used to attack the problems perceived in the system. The few actual changes and reforms that have been brought about in the education of minorities have resulted from court imposed mandates. Education has failed to respond more effectively to the needs of minorities because of its insistence on continuing old value assumptions about the nature of minority cultures, a basic unwillingness to institute major changes, and the flat refusal of schools and universities to collaborate and involve in a meaningful way the ethnic communities. Teacher educators need to begin facing the reality that the focus of current reform efforts has to be the schools and universities. This monograph focuses on the implications of this imperative for teacher preparation programs which purport to serve the needs of Mexican Americans. The monograph addresses: (1) the problems and issues in equalizing educational opportunities in this country; (2) the state of the art in preparing teachers of Mexican Americans; and (3) the need for change and an alternative model. (Author/NQ)

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PREPARING TEACHERS OF MEXICAN AMERICANS: A SOCIOCULTURAL AND POLITICAL ISSUE

by

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CHAPTER ONE

INTRODUCTION

As I have noted elsewhere, it is indeed a sad indictment of our profession that the true educational reformers of the past decade in this country have been the civil rights lawyers and court judges.

> . . . The few actual changes and reforms that have been brought about came as a result of court imposed mandates and not because of a widespread and genuine commitment on the part of educational leaders to equalizing educational opportunity for ethnic minority youngsters. It is unfortunate that the courts have had to literally push us into doing what is right and just.
>
> I say unfortunate because I think there is a lot more at stake here than is commonly recognized. The demands by minorities to make this country own up to the rhetoric of 'America, the land of liberty and equal opportunity for all' needs to be encouraged and supported not primarily for the 'sake' of the blacks, the browns, the reds, and the yellows, but for all our citizenry. . . . because it is right and just, but equally as important, perhaps, because the survival of America in the future . . . in this predominantly non-white international world of ours . . . might just depend upon how well we redress past inequities (Arciniega, 1976).

This monograph focuses on the implications of that imperative for teacher preparation programs which purport to serve the needs of Mexican Americans. My comments which follow address: (1) the problems and issues in equalizing educational opportunities in this country, (2) the state of the art in preparing teachers of Mexican Americans, and (3) the need for change and an alternative model.

A basic posture undergirding the view presented is the contention that it is difficult to overemphasize the importance of teachers in the education of youngsters. This axiom holds true across the board, but is particularly critical in shaping reform efforts which aim to improve the educational lot of ethnic minority students. Thus, although we cannot lay total blame and responsibility for the ills of American educational systems on teachers, there is no denying the centrality of the teacher role.

CHAPTER TWO

EQUALIZING EDUCATIONAL OPPORTUNITY AND THE NEED FOR CHANGE: PROBLEMS AND ISSUES

Efforts to effect changes in American education seldom, if ever, come easy. The current thrust to equalize educational opportunities in the public schools of this country is no exception. One of the principal obstacles has been the difficulty in achieving consensus among educational leaders on what is meant by the concept of equal educational opportunity. This shortcoming is critical because how one defines equality determines and shapes the approaches used to attack the problems perceived in the system. And ultimately the original definition of the problem defines the eventual solutions.

Research and writings in this field reveal two differing views of what constitutes equality of educational opportunity -- the equal access view and the equal benefits view (Brischetto and Arciniega, 1973).

The equal-access-to-schooling view is the more traditional and contends that equal educational opportunity is attained when different segments of the population have a roughly equal opportunity to compete for the benefits of the educational system. The focus in this view is on inputs with the principal qualifying conditions to the achievement of equal educational opportunity being equal access to school for all who wish to attend, that all schools be roughly equal as regards quality of staff, materials, and facilities.

Advocates of this view argue that the decision to secure what the school has to offer is a simple matter of personal choice. Once a child decides to benefit, it is that child's personal intellectual capacity, drive, and ambition which determines the results of that choice. According to this view, the fact that Chicanos do not benefit equally from the present educational system has nothing to do with the existence or non-existence of equal opportunity. It is, rather, a matter of personal choice and lack of talent and/or motivation on the part of individual Chicano students.

The equal-benefits view, on the other hand, focuses on the distribution of the benefits derived from the system. Equality of opportunity is said to exist only if there is an equal benefits situation and not merely equal access. The burden of responsibility for insuring the type of education lies squarely on the school systems involved.

Two common rebuttal points usually arise in discussions of the equal benefits view. First, by equal benefits, I do not mean that <u>all</u> students are to achieve at the same level. My point is that the range of achievement should be approximately the same for the various groups being served by an educational system. Secondly, regarding the distribution of inputs or resources, it is true that a commitment to achieve equal educational opportunity will necessitate unequal allocations of resources, as well as substantial increases in accessibility. Recent federal legislation and program guidelines justify disproportionate funding on that basis.

Although hindsight enables the presentation of these differing concepts of equal educational opportunity in sharp contrast, it is important to note the historical nature of that development. The definition of equal educational opportunity has evolved from an equal access view to a focus on the effects of school on children. Since the 1954 Brown vs. Board of Education of Topeka case, the courts have pretty consistently ruled that equal opportunity depends upon the results or benefits derived from school attendance (Coleman, 1967).

However, the equal benefits perspective did not receive great national impulse and acceptance until the publication of studies such as "Racial Isolation in the Public Schools," (US Commission on Civil Rights, 1967), the Coleman report (1967), and the "Mexican American Education Study" by the US Commission on Civil Rights (1970-75).

In assessing the lack of equality of educational opportunity among racial and minority groups, these reports (particularly the Coleman study) focused not only on the idea of equality of inputs (finances, facilities, curriculum, and teacher quality), but also upon equality of outputs in terms of student achievements. Although the Coleman report evoked considerable controversy, and many criticized the predictors used to measure school outcomes, there was ready acknowledgement that the survey had successfully challenged the simplistic equal access view, and that a new dimension had been added to the evolving concept of equal educational opportunity.

The move to an equal benefits perspective, although an important and positive development, can lead to at least two different interpretations of how best to achieve equality of results for minority children. One is that equal benefits from schooling can best be achieved by successfully overcoming the negative effects of their deprived environments. According to this view it is imperative then that steps be taken to remediate the deleterious influences on the child of his deficient home, neighborhood, and peer group. This is essentially the rationale for compensatory education programs.

An alternative is the view which holds that equality of results can best be measured by shifting full responsibility for student success to the school. Proponents of this view argue that the school and societal task is to create school systems which accept and capitalize on the strengths of cultural difference in a manner which leads to successful performance in school by minority children. Equal benefits from the system are to be achieved not by transforming the Chicano child in order to make him over in the image of the dominant group but by reforming the school he attends along culturally pluralistic lines.

Unfortunately, public schools and universities have insisted on fashioning programs and responses to the needs of minorities from a cultural deficit perspective. The negative results of such stubborn insistence are well documented. Some of the key ones which have documented the dysfunctionalities are worthy of mention. The US Commission on Civil Rights

Mexican American Study (1970-75) and the Southwestern Schools Study (Brischetto and Arciniego 1973-74), along with the earlier UCLA Study of the Mexican American, probably constitute the most comprehensive studies to date. These studies show clearly the extent to which school system processes are incongruent with the needs of minority students and how they have been operating on false assumptions regarding the nature and quality of minority student needs. These watershed efforts indicate five major problem areas faced by Chicanos in public education:

1. Inadequate treatment and presentation of the historical, cultural and economic contributions made by Mexican Americans in the curricular programs of the schools.
2. Pejorative and pathological perspective regarding the appropriateness, worth, and status of the Spanish language as a bona-fide medium of instruction in the classroom.
3. Under-representation of Chicanos on school district staffing patterns: teachers, administrators, counselors, etc.
4. Lack of authentic involvement of the Mexican American community in the decision making structures of the school system.
5. Testing, counseling, and guidance programs and processes which are based on a cultural deficit

perspective of Mexican American student needs (Arciniega and Brischetto, Fall 1973).

The problems faced by Chicano youngsters along each of the above dimensions can be presented by describing what I have called the traditional tractive response of schools to the culturally different. (Figure 1) Defining the problem thusly enables the presentation of the key differences by contrasting them with those of the pluralistic or system change perspective.

In order to push for the reform of schools along culturally pluralistic lines, it will be necessary to address these key areas. The change goals or targets for proposed reform efforts at the school district level can be outlined rather straightforwardly:

Goal 1: Adequate treatment and presentation in the curriculum of the historical, cultural, and economic contributions made by Mexican Americans to American society.

Goal 2: Recognition of the appropriateness, worth, and status of the Spanish language as a bona fide medium of instruction in the classroom.

Goal 3: Adequate representation of Mexican Americans on school district staffing patterns; i.e., teachers, administrators, and counselors.

Goal 4: Full and representative participation by the Mexican American community in the decision making structures of the districts.

Figure 1

Comparative Analysis of Traditional Tractive and System Change Responses in School Organizations

Basic Factors	Traditional Tractive View	System Change View
Use of Minority Language	*Encouraged only as vehicle to learn English and only to minimal extent. Learning standard English is a most important goal because it is the language of this land and minority students need it more than others to compete in society. *Extensive knowledge and use of minority language discouraged because it is believed to impede learning of English. *Knowledge and use of minority language interferes and impedes intellectual development of minority children. *Home language use should be discouraged because it is not up to standard; i.e., "Not really good Spanish," or "good English." Kids really don't have any real language, they are alingual. *Knowledge and use of minority language considered un-American.	*Use of home language encouraged positively, overtly, and energetically. *Use of minority language as bona-fide medium of instruction at all levels, all subjects, and all school related activities. *Use and knowledge of minority languages is encouraged and stressed in the curriculum for all students, majority culture as well as minority students. *Knowledge and use of minority language considered as "American as apple pie."
Inclusion of minority history and cultural heritage materials in the curriculum.	*Not considered absolutely necessary because one of the goals of school is to "Americanize" children of foreign cultures. The learning of history based on New England pilgrims and white middle class values is considered an effective way to accomplish this process. *Not considered absolutely essential because minority culture encourages values and traditions which are believed to impede effective functions in a modern, industrial, and competitive society.	*Encouraged and systematically included at all levels of the system and across content areas considered absolutely essential for all students to learn about contributions, history and culture of minority groups in this country. *Belief that students cannot truly appreciate and value the values and rights of minority groups if the school does not make its study a bona-fide part of the school curriculum.

	*Acquisition of Anglo values and traits by minority members is important goal of school curriculum and the curricular offerings need to reflect that emphasis.	
Increased representation of minority members in key role and decision making positions.	*Only if they have top credentials (overqualified) and have the "right" attitude (accept the status-quo and do not strongly advocate major changes). *Not too important to have representative numbers of minority group members; more important to have only fully qualified personnel. *Formal credentials are more important than the knowledges, bicultural language skills, and the abilities to work with bicultural clients. *No recognition that the experiential background of minority members have legitimate worth in school organizational sense.	*Full commitment to increase the number of minority members. *Reaching adequate representation takes top priority because there is a recognition that minority role models project an important lesson to all student clients. *Recognition that minority members bring an important experiential background to the school organizations. *Recognition that increase in minorities will benefit faculty as well as students.
Involvement of minority community in decision making and school programs.	*Insistence that only qualified school experts know what is best for students and have the training to control the decisions. *Insistence that involvement of community (particularly the poor and minority) be limited to receiving information and if they follow proper channels can submit recommendations. *Fear that "outside" pressures and demands will lower standards. *Belief that these "radical" pressures to change and incorporate minority views in the curricular offerings must be resisted in order to benefit all students properly.	*Acceptance that minority parents and community not have the right but the obligation to participate fully in the decision-making process as well as operational matters of school. *Acceptance that schools exist for all parents; minority as well as well-to-do Anglos. *Recognition that minority views on problems and issues faced by schools are legitimate and can furnish important and needed insights for redirecting present less than optimum efforts.

	*Sincere belief that schools as presently organized and operated are excellent and that all students have an equal opportunity to benefit from system.	
Improvement of counseling and testing program	*Insistence that although can be improved (after all, everything can be improved), the program is working fine. *Insistence that present IQ and achievement testing programs adequately serve all students, including minority students. *Insistence that it is not important to specifically recruit minority member counselors. *Perfectly legitimate to counsel minority students into non-college careers since most don't have the economic wherewithal to go to college.	*Commitment to change and improve present counseling and guidance approaches. *Recognition that present IQ and achievement tests are culturally biased. *Full commitment to the recruitment of minority member counselors. Recognition that they have important experiential background needed to improve on present program. *Overt insistence that all minority students be guided and encouraged to aspire as high as they are able, committed to, and capable of attaining.

Goal 5: Development of a testing, counseling and guidance system which is based on a non-cultural deficit perspective of Mexican American student needs.

The promotion of such changes has far-reaching implications for teacher education. Preparing teachers able to function effectively while actively supportive of the types of changes noted above presents a tremendously difficult challenge to higher educators.

CHAPTER THREE

IMPLICATIONS FOR TEACHER EDUCATION PROGRAMS: THE STATE OF THE ART

Without dwelling on the litany of wrongs perpetrated on minority students by the typical middle class oriented school, it is nonetheless important to note that conventional wisdom in education and reforms of the past have not worked well in fashioning programs for the Chicano in America. We just have been unable to deliver on the promise to build schools which enable all students to become positive contributors to a culturally dynamic society consistent with individual cultural origins and recognize the equal worth of all groups. All too often educators have conveniently overlooked the fact that it is only by overtly and authentically promoting and practicing pluralistic ideals that the rights and needs of minority children -- of the culturally and linguistically different -- can be effectively responded to.

Education has failed to respond more effectively to the needs of minorities because of: (1) its insistence on continuation of old value assumptions about the nature of minority cultures, (2) a basic unwillingness to institute major changes, and (3) the flat refusal of schools and universities to collaborate and involve in a meaningful way the ethnic communities in the business of education. In order to break with this unfortunate tradition, teacher educators will need to begin facing the reality that the focus of current reform efforts has to be the schools and universities. How to reform ourselves and our schools are the real problems.

Teacher educators typically have followed three approaches in designing teacher preparation programs: (1) the simple "redo" method, (2) a needs-assessment based approach, or (3) a role-derived approach.

The "redo" approach would hardly be worth mentioning if it were not that it may be the most prevalent. This is the approach where existing courses are simply repackaged and reshuffled. They may be dressed up complete with transplants from other more renowned programs, but they remain redone packages. Often of late, many tend toward superficial packages replete with behavioralized objectives and CBTE jargon. The principal deficiency in this approach is that old value assumptions upon which these programs are based remain unexamined. This approach fails to examine the basic undergirding assumptions of traditional programs and thus are in no position to respond effectively to current problems of reform and change in education generally,much less those addressing the specialized problems faced by ethnic minority students.

The needs assessment approach usually begins with some form of school district needs assessment. The focus is the target student in school and the delineation of those needs. Once defined, the idea is to work back from there to determine the type of teacher needed. The final design tasks of course and program development, resource allocations, and management of program are derived from the initial assessment of student needs.

Although the basic rationale of the needs assessment approach is sound, most programs based on this approach suffer from being

overly compensatory in design. The negative consequence of compensatory education have been well researched so there is no need to discuss them in depth here (Arciniega, Fall 1972). The important point is that approaches which define the "problem" of educating Mexican Americans in terms of cultural and/or linguistic handicaps or deficiencies are doomed to failure.

The needs assessment approach has not been more successful simply because teacher educators have insisted on employing outmoded conceptual tools in analyzing Chicano client needs. Rather than looking to recent, more pluralistic concepts and research, most have insisted on employing the traditional notions and frameworks -- i.e., fashioning reform strategies to produce new programs. They have refused to accept that it really isn't just a matter of putting "old educational wine in new bottles" in striving for programs which are truly responsive to the needs of Mexican Americans.

The role derived approach begins with a delineation of the roles which effective teachers of Mexican Americans need to play. Consensus is reached regarding what skills and expertise are required of the successful teacher of Chicano children and works back from there to define the tasks of program design, field experiences, resource allocations, and management of program. The critically important tasks in successfully implementing this approach revolve around the definitions of teacher role(s) as regards: (a) the teacher as community liaison role, (b) the teacher as ethnic model role, (c) the teacher as master teacher role, (d) the teacher as bilingual and multicultural education

specialists role, and (e) the teacher as change agent role. Only after these starting points are defined and settled can the university be ready to shape and operationalize the training program which will produce such teachers.

This type of program must be consistent with the needs as perceived by the target community. Satisfactory congruence in mutual expectations between university and the Chicano community is essential. This often proves a most difficult test for schools of education primarily because the development of viable linkages of this sort requires flexibility and a substantial commitment to a culturally pluralistic system of education which many find difficult to make. Ethnic communities have an uncanny ability to determine the genuineness of a university's efforts to become involved in promoting "what should be" in schools rather than maintaining "what is." And they are quick to point out that "what is" is unacceptable.

Although the efforts by teacher educators to develop various models can be fairly neatly categorized along these three different approaches, it should be added that in reality the lines are not that distinct and clear. It is true most programs do take into some account each of these various aspects. One way or another, even if only inherent in the experience and training of the conceptualizers, the reality of student needs is considered. One could also argue that the role(s) of teacher is also taken into account in traditional programs, albeit in an overly generalized manner. And obviously, too, since most reforms deal

with existing programs already in place, repackaging and redoing inevitably occurs. Nonetheless, the categorization presented above is accurate, although it is more a matter of emphasis and degree, rather than mutual exclusivity of approaches.

CHAPTER FOUR

AN ALTERNATIVE APPROACH

A role derived approach which weighs carefully, in a non-compensatory manner, the implications of Chicano student needs offers a sound basis for fashioning truly responsive programs. A necessary overarching commitment in the case of bilingual settings has to be toward promoting educational programs which give equal status and prestige to both languages, both cultural heritages, and both histories. This requires involving universities and schools at the pre- and in-service levels in the development of reforms in the curriculum which are based on the use of two languages and cultures interchangeably. The same is true for school communications and co-curricular activities. Teacher educators involved in such activist efforts ideally need to be bilingual and technical experts in multicultural education in addition to being competent teacher education specialists.

By actively becoming involved in reforms along these lines, teacher education programs are enabled to become more dynamic. The course syllabi may not be as neat and the readings may have to shift continuously (some from day to day); however, the benefits far exceed such minor inconveniences. And it is not true that such an emphasis has to lead to a "watered down" program.

True to the role-derived approach, the first step in presenting an alternative which hopefully can prove more functional is to define the role(s) of the teacher. Or said differently,

what we need to do is to operationalize the question, what does an ideal teacher for this type of program look like? Figure 2 presents one three-dimensional profile of such an ideal teacher of Mexican Americans.*

It outlines rather clearly the priority areas of expertise required. The teacher must possess demonstrable skills and have proper attitudes along each of the personal, professional, and community orientation dimensions in order to be effective.

Each dimension represents a set of abilities which are crucial. For example, literacy in the minority language and what I have termed facility in the four language games used by Mexican Americans are essential. (See Figure 2, II-3) Teachers need to be able to capitalize on the language abilities brought to school by the Chicano child. There is no sound pedagogical reason why nonformal Spanish, nonformal English, as well as formal Spanish and formal English cannot be employed in abling students to learn. The sociocultural context of the classroom is what defines for the teacher which language skills are appropriate. Like the situation in any game, it is necessary to know the rules of the game before one can perform effectively as a player. It is the sociocultural context of the situation which defines the rules, as to which language "game" is operative at a given teaching-learning moment. The teacher must be able to read and adjust accordingly. Obviously, too, in order to adjust in a manner congruent with the linguistic and cultural style of the student, the teacher needs the ability

*No claim is made that this is the only or even the best way to conceptualize that ideal. I can say that it is proving functional for us.

Figure 2

Three-Dimensional Profile of the Ideal
Teacher of Mexican Americans

I. Personal Orientation

An effective teacher for a TOC/ME program demonstrates:

1. The belief that cultural diversity is a worthy national goal.
2. A respect for the culturally different child and the culture he brings to school.
3. The conviction that the culture a minority child brings to school is worth preserving and enriching.
4. An awareness that cultural and linguistic differences are positive, individual differences.
5. A commitment to enhance the minority child's positive self-image.
6. A positive self-concept of his/her ability to contribute to a TOC/ME program.
7. A willingness to learn more about bicultural education.
8. A confidence in culturally different minority children and their ability to learn.
9. Flexible human relations.
10. A capacity to contribute and share ideas.

II. Professional Orientation

An effective teacher for a TOC/ME program demonstrates:

1. Competency and effective experience as a school teacher of culturally and linguistically different children.
2. A knowledge of areas related to bicultural and multicultural education: linguistics, reading, oral language assessment, etc.
3. Literacy in the minority language or dialect of the target population. (Facility in the four language games used in teaching minority children.)
4. A facility in applying modern approaches to the teaching of concepts, skills, and performances.
5. Ability and a resourcefulness in adapting materials to make them culturally relevant to the minority child.
6. A readiness to participate in team-teaching and other innovative staffing patterns.

SPECIAL NOTE: TOC/ME refers to Teacher Organized Center for Multicultural Education, which is the field based site for our SDSU program.

Figure 2 (Cont'd)

7. An awareness of the implications of culture to learning.
8. A knowledge of the research in bicultural education and its relevance.
9. A willingness to work cooperatively with other adults (teacher aides, parents, community resource people, etc.) in a classroom setting.
10. A loyalty and a commitment to the objectives of the TOC/ME program approach.
11. An interest in seeking out additional innovative approaches in the continuing search for better ways to "reach" culturally different students in our public schools.

III. Community Orientation

An effective teacher for a TOC/ME program demonstrates:

1. A recognition of the legitimate role that parents have in the educative process.
2. A readiness to participate in a variety of the minority community activities.
3. A desire to involve minority parents and community residents in school-community programs.
4. A knowledge and understanding of the minority community and its dynamics.
5. A recognition that genuine community involvement in school related activities can be a positive asset rather than a liability.
6. A willingness to receive guidance and support from members of the minority community regarding the special needs of their children.
7. An organizational facility and skill in sponsoring community service projects and programs to benefit the target community.
8. (In short) A genuine sensitivity to the desires and needs of the target minority communities which his/her school serves.

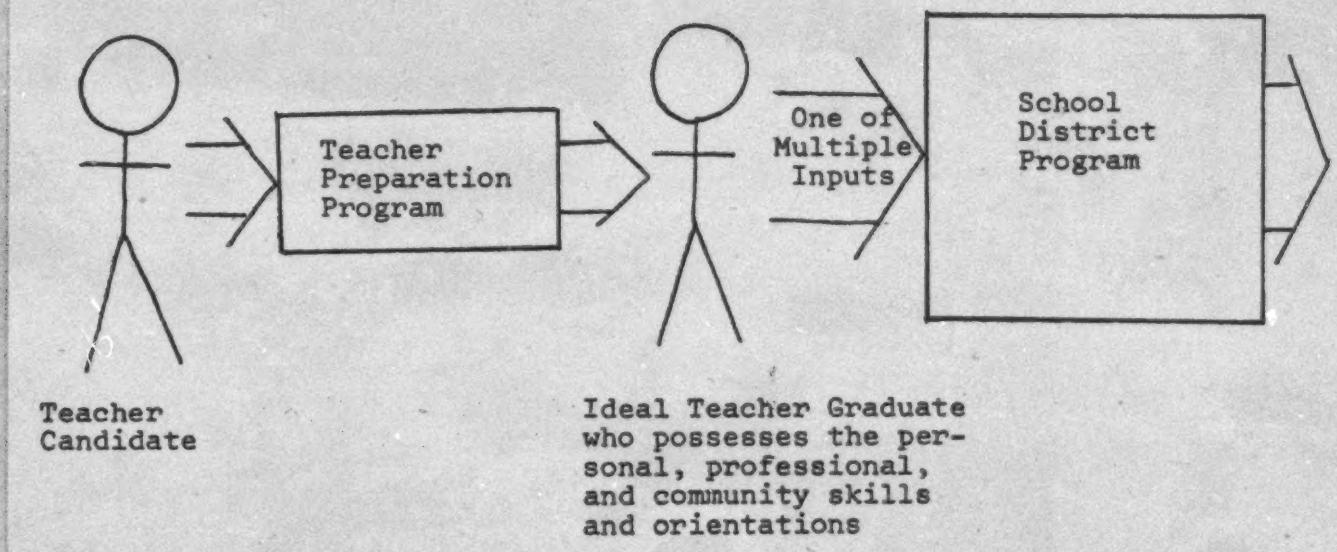
to speak and interact appropriately. This very definitely is a professional-technical skill required of the prospective teacher in order to be effective in making teaching-learning objectives square with both strategies employed and the receptivity of the learner. I single this one example out to call attention to perhaps an obvious yet most misunderstood aspect of teacher training programs for the Spanish speaking.

From that three-dimensional ideal teacher, it is possible to discuss the type of program that can produce such a teacher. Figure 3 presents a global framework for examining overall program design needs. As the framework indicates, the prospective teacher is the principal client and input of the teacher preparation system at one level, who as a graduate becomes only one of a set of inputs to the school district system at a different level.

The ultimate goal of the teacher preparation system is to produce a teacher able to function effectively in the receiving school district system. This fact makes imperative the need to work in close collaboration with the district in initiating the reforms toward pluralism described previously as part of the teacher training experience. In this way, the teacher produced will be responsive to the programmatic emphases of the receiving district(s). Problems arise when the target community and the university are not jointly involved in the design and implementation of programs. The most typical example of such a dysfunction is the case of a teacher training institution producing, via an experimental program, teachers that may be excellent in terms of

Figure 3

Basic Schematic Outline of the Teaching Training System


Teacher Preparation Program
One of Multiple Inputs
School District Program
Teacher Candidate
Ideal Teacher Graduate who possesses the personal, professional, and community skills and orientations

the criteria set for the experimental program, but who simply would not meet job role requirements of a heavily traditional school district. Such graduates tend to be labeled "too radical" or "way out" by districts. The current job market situation makes joint collaboration all the more essential. A similar example can be drawn about an overly traditional university.

With this base outline in mind, it is possible to focus more closely on the components of the teacher preparation system. Although the program requirements can be conceptualized in numerous ways, it is useful to organize the program around three basic components: (1) formal training activities, (2) field based activities, and (3) counseling and small group seminars. These are outlined in Figure 4.

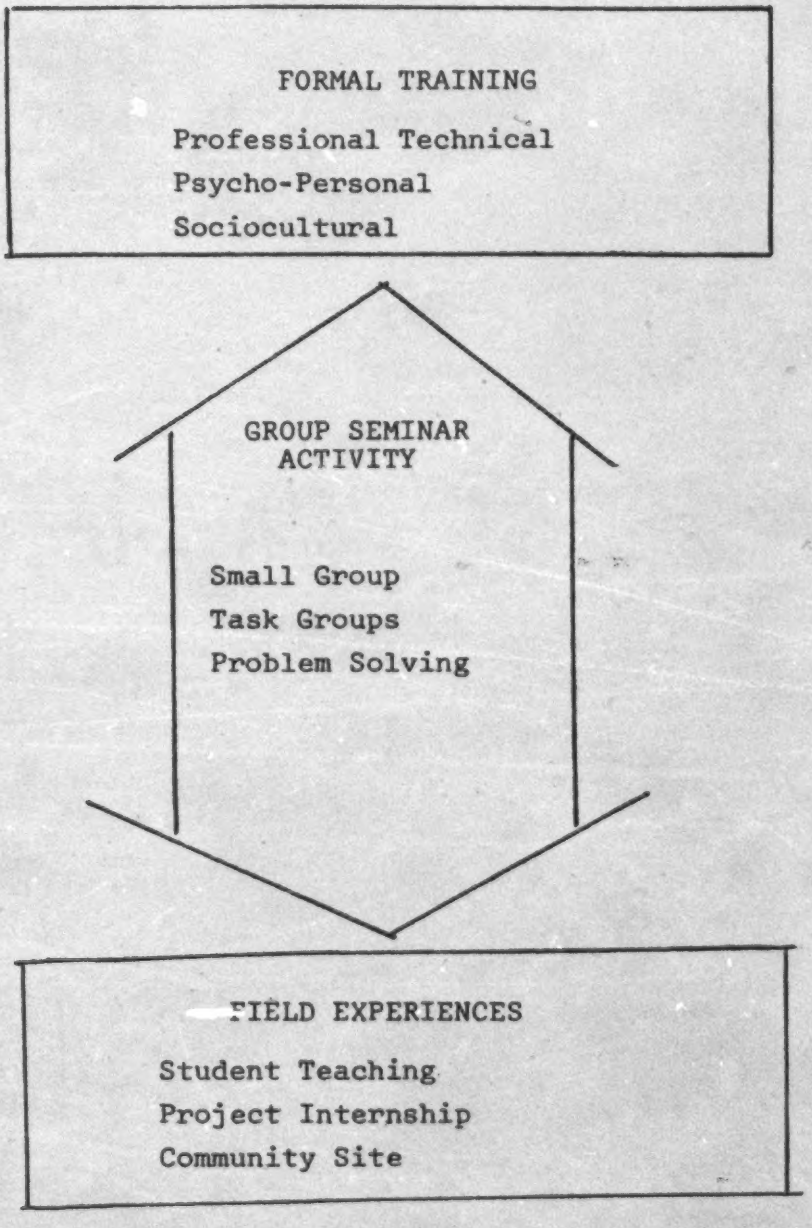
The program should articulate closely all formal instruction and training activities with on-site field and student teaching experiences. Most of the instruction should occur on-site, and that training on-site needs to be the joint responsibility of the school district, the target community, as well as the university.

The formal training component should include: (1) socio-cultural training, (2) psycho-personal training, and (3) professional technical training subcomponents. All of these must aim at producing a professionally superior teacher who is particularly sensitive to the educational needs of the culturally different.

The professional technical area involves the skills building courses that traditionally have been labeled methodology, the mechanics of how and what to teach, the organization of curriculum,

Figure 4

Schematic of the Basic Model for Training Bilingual Education Teachers of Mexican Americans



the evaluation of instruction and test construction, etc. In addition, however, it is essential that the program include also a needed emphasis on oral language assessment techniques, bilingual instructional methodologies, analysis techniques for evaluating standard testing instruments, and the theory of multicultural education.

The sociocultural subcomponent is most crucial for teachers of Mexican Americans. This area provides instruction in the analysis of problems and issues related to problems faced by Mexican American children in education and society. Students need to be able to understand the dynamics of majority-minority cultural relations and their impact on the educational environment of Mexican American children. Teachers need to be able to look at themselves as members of their own cultural group and at other cultural group members as each possessing prescribed sets of aptitudes, styles, and values.

This requires that candidates receive sociolcultural instruction from the perspectives of anthropology, sociology, psychology, linguistics, and history. A multidisciplinary approach provides the depth and breadth essential to grasping the nuances of factors which determine minority student beliefs, behaviors, and feelings. In this way the full impact of the influence of the political and economic structures of society on minorities in this country can be fully appreciated and understood, all of which are of central interest and importance to our prospective teacher.

The psycho-personal aspects have to do with educational psychological concepts important in teaching. This involves basic learning theory, pros and cons of behavior modification approaches, individualized instructional theories, interactive implications of particular teaching styles, and the evolvement of a workable teaching style by the candidate. The development of good interpersonal and interactive communication skills is also absolutely essential.

Field experiences should provide opportunities for observation of and participation in at least three principal activity areas: (1) general site-based school experiences, (2) student teaching and/or internship; and (3) special project assignments which can be school or community based. These experiences should be carefully and systematically planned to validate the skills and competencies which are being developed by the formal training component. An important objective of all field experience activities is the development in the candidates of positive attitudes toward the target communities they are working with.

The seminars - small group component should be designed to provide opportunities for the students in the program to openly discuss the goals, ongoing progress, and any problems with faculty, site assignments, or personnel. This approach or model assumes that the program will be organized in a manner which keeps students together in block or group fashion through a major portion of the total sequence of instruction. It is expected that the seminars will provide for strong undiluted direct feedback which can

assist in adapting and correcting unanticipated problems and deficiencies.

A conscious effort to "jell" the group of students as a group should be made. This can be accomplished through various group process techniques. Which are used is not as important as making a systematic effort to assist the group to achieve "groupness and solidarity" in looking at program progress and problems common to the group. More individual counseling and career guidance activities can also be programmed through the seminars activity.

The intent of the seminar or small group component is to provide the group interaction linkage between the formal training and the field experience components. The director of the sessions should tap faculty, district, and invited speakers to assist the group in analyzing problems, concerns, and their experiences. It should be viewed as a mechanism for assisting the students to assess in a responsible manner "where they are" in relation to "where they're going" at various points in the process. Through the seminars mechanism, it should be possible to more closely integrate and make more meaningful the formal training and the field experiences components.

An important central point to emphasize in the above description is the uncompromising insistence on organizing a program based on noncompensatory assumptions. It clearly rejects the assimilationist tradition so prevalent in traditional programs and openly affirms that schools and universities must be oriented

toward cultural enrichment of all children through programs rooted to the enhancement of cultural diversity. It affirms also that a cultural pluralistic approach offers the best alternative if we are truly serious about the need to produce teachers who understand, appreciate, and respect the intrinsic worth of Mexican American children.

CHAPTER FIVE

CONCLUDING COMMENTS

The above, hopefully, has presented a clear point of view regarding some of the things that should be concerning teacher educators about what we have been doing to and with Mexican American youngsters in our schools. The teacher training approach presented was an attempt to delineate the major parameters of an alternative to what we've done in teacher education. It was presented not as any "final word" or solution to the issues raised. Rather, the intent is to stimulate discussion, reaction, and further refinement and improvement in an area that I consider critical.

There should be no question in that we are at a most important juncture in public education's response to the Spanish speaking of this country. The Rodriguez, Serrano vs. Priest, Portales, Denver, and Lau vs. Nichols cases have given important impetus and steam to the need for reforms. It is also not unrelated that Title VII and NIE funds for this area have been significantly increased at the national level; and that state legislatures in California, Texas, Denver, the Southwest in general, and even far off Massachusetts have enacted mandates to implement bilingual education programs.

The momentum is building strongly and rapidly. Teacher educators can react by pushing to lead this thrust or we can dig

in our collective heels in the face of that reality. I want to believe very hard that we can rise to that challenge. That whatever the specifics of various models, our response will be consistent with the following, which appears as part of the closing paragraph of the AACTE "No One Model American" policy statement:

> " . . . The goal of cultural pluralism can be achieved only if there is full recognition of cultural differences and an effective educational program that makes cultural equality real and meaningful. The attainment of this goal will bring a richness and quality of life that would be a long step toward realizing the democratic ideals so nobly proclaimed by the founding fathers of this nation (Journal of Teacher Education, Winter 1973)."

Ojala podamos cumplir con ese destino en el foturo no muy lejano en nuestro pais.

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